

# *The* NATIONAL *Secretary*

Volume 9

Number 2

*1944*

FEBRUARY, 1944

*In a grimmer  
school  
than grammar  
school—*



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# THE NATIONAL SECRETARY

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# British Schooling in Wartime

WORTH MCCLURE

President, American Association of School Administrators

Dr. McClure, also Superintendent of Seattle Public Schools, returned to Seattle January 9. We appreciate his interest in contributing this article to THE NATIONAL SECRETARY so soon after his return.

Having just returned from an eight weeks' visit of the schools of the United Kingdom, I have run the whole scale from the nursery classes for tots and toddlers whose mothers are doing war jobs, to adult programs like the Workers' Educational Association classes and the men's and women's institutes of the London County Council.

I was privileged to make my visit by invitation of the British Board of Education and the Ministry of Information to see how the United Kingdom is approaching its educational problems.

I have seen a nation not only maintaining educational service in the face of total war, but, more than that, confidently planning for improvement and extension of educational opportunity. I have observed education firsthand in a rapid sweep that has included parts of England, Scotland and the North of Ireland. I have questioned and received open, informative answers from teachers, students and authorities. I have seen wartime nurseries in Willesden, the Northern counties and Scotland. I have attended Workers Educational Association classes in Manchester. I visited schools of all kinds in the colliery towns and I have met with eager-minded youth groups and their leaders. I have visited technical colleges where men and women are being trained for war jobs under the War Office and Ministry of Labor schemes. Time permits the mention of only a few highlights, but I found the whole scene useful and inspiring.

What a glorious chapter in the history of teaching has been written by the devotion of the English teachers during the blitz. When the schools were evacuated, many of the teachers went with their students. Many still take their turns on evacuation services. When the children came back to the cities after the first

months of the "phoney war" the teachers came back too. They went on holding classes, in private homes—wherever they could find room. Some day the full story of their devotion must be told.

School feeding is becoming universal. In the United Kingdom children receive at their schools at least one well-balanced, attractive meal a day at less than cost. They are fed whether they can pay or not. There is evidence that this program is producing taller, sturdier children. Supervised by the teaching staff the possibilities of this program for both health and social education are many.

The United Kingdom is in earnest about the welfare of its youth. Government funds are channeled through the Board of Education, the Scottish Education Department and the Northern Ireland Ministry of Education directly to local educational authorities, who employ them co-operatively with local voluntary groups. In this way there is the utmost utilization of existing educational resources. By recognizing youth welfare as an educational problem, the United Kingdom has set an example by which the United States might well benefit.

I like the large playing fields of ten to twenty acres I found throughout the United Kingdom. With less elbow-room than America, this country's schools are not crowded for space.

Schools are commonly equipped with window ventilation. Room temperatures are lower than in the United States, even in peace time. On the basis of my limited observations I should say that classroom lighting, both as to window space and artificial lights might well be more adequately provided.

Because of our emergency program in the United States, I was greatly interested in the nursery schools serving here

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## PRESIDENT'S MESSAGE

BETTY ZIMMERMANN

This spring the National Association of School Secretaries will celebrate its tenth anniversary. Because the Office of Defense Transportation has deemed it unwise for our members to travel during the present emergency, again this year no meetings will be held. However, we shall endeavor to bring before you the activities of the officers and committees through the medium of our magazine. The May issue of "The National Secretary" will be an anniversary issue, and our former presidents, Louise Henderson and Virginia Halsey, have kindly consented to write a brief history of the Association. The magazine will be supplemented by a detailed report of the Professional Study Committee. The members of this committee have worked diligently all year, and I am sure you will be pleased with their findings. The October publication will bring you the annual committee reports, a write-up of the Executive Committee meetings to be held this summer, and the election results together with pictures of the new officers.

Election of officers will take place in May. Virginia Halsey will serve as chairman of the Committee on Elections. Both a new president and the vice president who will serve as editor of The National Secretary will have to be elected. We shall have to vote also for corresponding secretary, treasurer, and two members of the executive committee, but fortunately the present incumbents for these offices are eligible for re-election. It is essential for the continued growth of our Association that all positions be filled by the best possible candidates, and members of our group are asked to assist the Committee by making their wishes known in this matter.

My sincere wishes go to all members and friends of the National Association of School Secretaries for a very Happy New Year. It is my hope that before 1944 is over, each and every one of us may enjoy "the peace that passeth all understanding."

The advent of a New Year brings hope; it is a time when patience means so much, when it is both necessary and desirable that sympathy and understanding exist. It would be well for all mankind to repeat the prayer found in every air raid shelter in Britain: "Increase, O God, the spirit of neighborliness among us that in peril we may uphold one another; in suffering tend one another; and in homelessness, loneliness, or exile befriend one another."

---

Dr. N. L. Engelhardt, Associate Superintendent of Schools of New York City and formerly Professor of Education at Columbia University, was elected President of the American Association of School Administrators for the year 1944-45. The National Association of School Secretaries takes this opportunity to extend to him and his association its congratulations and heartiest good wishes for a successful year.

# Safety and the School Secretary

MRS. L. K. NICHOLSON

National Chairman, Committee on Safety,  
National Congress of Parents and Teachers

Regardless of our claim that the United States has become the most safety-conscious nation in the world, the over-all picture of the accident problem on the home front is appalling; there still remains much to be done. American lives lost at home are seven times as great as those lost on the battle front. We cannot be complacent that our major safety problems have been solved. True, traffic deaths were 32 percent lower during the first six months of 1943 than in the corresponding period for 1942, but during the same period public deaths increased nine percent and home accidental deaths increased seven percent.

Safety like charity begins at home and safety like good health is something we must want to have. Surely, we on the home front cannot stand idly by and let this sabotage of human resources go on.

Ned H. Dearborn, Executive Vice-President, National Safety Council, declared that this comparison should shame every loyal American. A country that is fighting for its very life cannot afford to squander its man power at such a rate. That traffic deaths could be cut in half over night if every American would merely use common sense, courtesy and caution.

There seems to be a lack of interest on the part of the public. That is why the public must be protected against itself, so that the individual will be safe whether he wants to be or not.

School secretaries are a vital part of the school system and a potential power as a community group, because of their first-hand knowledge of existing hazards to children in school and on the school grounds and of community hazards in traffic, pedestrian and play centers. Through their co-operation with other groups, accidents could be reduced. In the event of the principal's absence from the school building, might not the school



Mrs. L. K. Nicholson

secretary be called upon to take charge, momentarily at least, in case of fire, air raid, accident or other emergency? A check-list has been prepared mainly to assist the administrators, teachers, custodians and parents in meeting the challenge of the times and measuring up to the leadership expected of them by analyzing the safety situation in their schools under war-time conditions by checking schools for presence of safety devices, safe conditions of structure, equipment and grounds; by furthering safety practices; by protecting school children and school property against possible air attack; by safe-guarding students against hazards of street and highways and by conserving the use of strategic automotive equipment. This check-list was prepared by the Safety Education Project of the U. E. A. Research Division. I am recommending this to school secretaries

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# The Editor's Message

ANNE J. CRITCHLOW



Recently I was casting about for an idea for this greeting to you. My superintendent, who has often helped with suggestions for this magazine, said, "Tell them to keep their feet on reality and their heads on possibilities." It's a slightly different way of telling us to keep our feet on the ground and our heads in the clouds. Yet that slight difference makes *all* the difference. To me the word 'reality' is more descriptive and all-inclusive than 'ground' and 'possibility' has in it the implication of a goal and the promise of its accomplishment. It is more finite than 'clouds.' 'Reality' conjures up the picture of life around us—living in the world as it is—doing the things we must do under the circumstances that we find. 'Possibility' contains a hint of a dream, yet implies that the dream can be real.

We are living in a world of grim reality full of amazing possibilities. Seldom have so many people lived with their feet practically mired down by reality, yet with their faces turned eagerly toward the great possibilities of the future. Soldiers are fighting because peace is possible. Men and women everywhere are working vigorously and determinedly for something tangible and possible, even though difficult of accomplishment. When futility appears efforts lag and enthusiasm wanes.

In July 1944 the association will celebrate its tenth birthday. Ten years ago when that little group gathered together and founded the association, its members certainly had their feet on reality. They realized the existing conditions that made them cognizant of a need for the organization. They visioned high purposes and saw the possibility of their accomplishment. They did not set their goal too high. Nor did they make it mundane and without an idealistic appeal. The fact that the association has flourished through this strangely abnormal decade bears ample testimony to the fact that they were thinking and dreaming of realities and possibilities.

The members of the association have, during the past two years, been called upon to take immediate stock of reality and to consider possibilities. Many have felt that they must leave school work and enter other fields to give vent to the urge to do what they considered more effective war work or to increase their own incomes. Whatever was the cause of their leaving, we have wished them well and are hoping that some will come back to us when peace is more than a possibility.

Those of us who have stayed have felt many many times that even a shift job would have been easier. We have had to pinch-hit for other workers, we often been called upon to do more than our jobs. High school secretaries have felt an added pressure because of the comings and goings of boys and girls at work, the early morning classes, the part-time schedules, the extra accounting for students who whisk in and out of school like breaths of air. Absences have been increased because of epidemics and because teachers and students have felt the strenuousness of life. This has increased the responsibilities of school and administrative secretaries alike. Bond-buying, stamp-buying, the withholding tax—these and other definite war activities have goaded us into an activity we would have thought mad in peace-time. Yet somehow we have done it and have felt satisfaction. And we can stand on this reality and keep our heads on the possibilities of the future.

# ARE YOU INDESPENSABLE?

GARLAND M. LIND, Rochelle, Illinois

It came as quite a shock to me, a few Sundays ago, that no one person is indispensable—that is—absolutely necessary. Our organist was ill and we practiced before church with a substitute pianist. When we came in from behind the organ, here she was playing the organ like a professional. And we thought our organist indispensable! No one knew the substitute could play, although she had sung in the choir with us for several years. Of course, "Joy to the World" didn't sound as our regular organist played it, for our substitute, being out of practice, didn't always strike the right bass notes.

Mother and I went into a furnishing store to buy Dad his usual white shirts, ties, underwear, and socks for Christmas. The owner of this business, a great man and civic leader, had recently died of a heart attack. One of his most faithful clerks said, "Who would ever think this business could go on without the old boss? But it has—and just the same as usual."

We find out as the years go by that there is always someone who can take the other fellow's place. Maybe he is not as good, but with effort he can work up to being efficient. You lose a school teacher, thinking that certainly no one can replace her, and perhaps the next one is even better than she was.

My superintendent says there is going to be a day of reckoning. Some day this upset world is going to be set right. And the people that have always been on the "right" side are the ones that are going to be considered.

A young mother was telling me the other day, that when she got disgusted with things in general, she threatened her family by saying, "I'll just go and join the WAC's. Her young five-year-old son, Bobby, one day asked her how to make hot chocolate. She gave directions from the other room. Finally, Bobby emerged with his cup of hot chocolate. Being quite satisfied with himself and the results of his hot chocolate, he said to his mother, "Now you can go and join the WAC's."

I think we all get in the state that this young mother was in. We get disgusted with our work in general and really would like to throw our hats in another ring. Some of our teachers were plenty discouraged with teaching school, salaries, and other things pertaining to school work. They hired out for jobs in a city this summer, and were they tickled to get back to teaching here! Nerves get to a breaking point, and there is nothing like a slight change from the usual, to get you back on the beam.

A teacher wrote me, as a note on her Christmas card, that she would like to feel that she too was fighting on the home front. And as a school employee, she is! Without schools the function of society would be in danger. Without secretaries to help run these schools, the structure begins to tumble. We need to build up, not break down, the future of tomorrow.

We cannot build a school structure on all inexperienced teachers, or change so often that efficiency is neglected. We cannot start all of you secretaries from scratch. We need people who believe in a thing so much that they'll devote all their time to it and work for it. We need people who have endurance, and regardless of this shattered world, will help to bring it back to better than normal. We not only need you in your individual place in your school system, but we need you in your state and national organizations. If we are to put secretaries on a higher professional plane, then it is going to be necessary for some of you to do your share of the work. Accept responsibilities and give that little extra time that will put our organization over. Some of you have been such faithful members, but we need some new ones.

So, let us resolve for this new year—that whatever we do, we will urgently try to strike the right bass notes; so that the harmony of "Joy to the World" may react on the terms we are striving for—"Peace On Earth, Good Will Toward Men."



## Officers and Executive Committee Members—1943-44



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# Retirement for Arizona's School Secretaries

GRACE B. HOLT

Phoenix, Arizona

The School Secretaries of Arizona were deleted from the Teacher Retirement Law which was passed by the Arizona Legislature in 1942. Secretaries and other office personnel were originally included in the proposed law but at the last minute they, along with the janitors, were "thrown out." Consequently the School Administrative Assistants of Arizona decided to present an amendment to the Bill at the next Legislative session in the State.

The Senator (James Minotto) who sponsored the Retirement Bill, was ap-

proached and agreed to present the amendment. Upon his suggestion, letters were sent to every state in the union requesting copies of Bills and Retirement Laws which included educational employees other than teachers. I have had replies from twenty-nine states. Nine of these reported no retirement, thirteen reported the same retirement as for teachers, and seven reported some other plan of retirement, such as Civil Service or Public Employees retirement plans. Thus, we find that twenty out of the twenty-nine states reporting, or

## RETIREMENT FOR SECRETARIES

States reporting .....	29
With no retirement .....	9
Number having same retirement as teachers .....	13
Number with other plan of retirement .....	7
Total number reporting having retirement .....	20

<i>States Reporting</i>	<i>States With No Retirement</i>	<i>States Having Same Retirement Plan as Teachers</i>	<i>States Having Some Kind of Retirement</i>
Alabama	Alabama	Arkansas	California (Civil Ser. and Municipal)
Arizona	Arizona	Colorado	Connecticut
Arkansas	Florida	(Denver only)	(Public Emp. Ret.)
California	Indiana	Delaware	Massachusetts
Colorado	Kentucky	(Wilmington only)	(Some cities have Civil Ser.)
Connecticut	Louisiana	District of Columbia	Michigan
Delaware	Missouri (none for Tr. or Sec.)	Georgia	Minnesota
District of Columbia	South Carolina	(Atlanta only)	(Mun. Emp. Ret.)
Florida	Utah	Illinois (not inc. without degree)	New York (Emp. Ret. Civil Ser.)
Georgia		Kansas	Ohio (Emp. Ret.)
Illinois		Maine	
Indiana		North Carolina	
Kansas		Oklahoma	
Kentucky		Virginia	
Louisiana		Washington	
Maine		Wyoming	
Massachusetts			
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Missouri			
New York			
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Ohio			
Oklahoma			
South Carolina			
Utah			
Virginia			
Washington			
Wyoming			

NOTE: Twenty out of the twenty-nine states reporting, or sixty-eight percent, have retirement of some kind for school secretaries. Thirteen states, or forty-five percent of those reporting, grant the same retirement as for teachers. I believe the percentage would be approximately the same for all forty-eight states.

sixty-eight percent, have retirement of some kind for school secretaries and clerks. Thirteen states, or forty-five percent of those reporting, grant the same retirement as for teachers. I believe the percentage would be approximately the same for all forty-eight states.

We hope to have included in the amendment all secretaries, bookkeepers, clerks, librarians, nurses, supervisors and any others employed in administrative departments of schools and in educational offices who are not certificated teachers. We also hope to have previous years of experience counted.

Thirty-six members of the School Administrative Assistants joined the Arizona Education Association this year and had two voting delegates at the meeting of the Delegate Assembly early in December. A resolution was adopted at that meeting stating that the Arizona Education Association would back an amendment to the Teacher Retirement Law admitting School Administrative Assistants to its benefits.

Following the Delegate Assembly a meeting was arranged with Senator Minotto by a committee of School Secretaries, and plans were made for the drawing up of the amendment with the assistance of the Executive Secretary of the Arizona Education Association, and Senator Kimball who, we hope, will work with Mr. Minotto on the amendment.

I personally have contacted several of the Senators and Representatives and they all seem very optimistic about the passage of the amendment and they all seem to feel that this group of workers should be included in the Teacher Retirement plan. We are all working hard to reach that goal.

On the preceding page is a table showing the results of the survey which was made throughout the United States.

I hope that this study will be of some assistance to secretaries and clerks in other states who wish to secure retirement.

## IN ONE BOAT

Socially-minded laymen are beginning to view critically the complacent attitude of the conventionally organized teaching profession toward school employes other than professional or certificated personnel. While it is eternally true that the degree of success attained by the public school is conditioned by the efficiency of its teachers and the degree of democratic practice within the classroom and school, it is equally true that the relative contribution of noncertificated personnel, such as custodians, cleaners, matrons, clerks, maintenance men, bookkeepers and mechanical technicians, to the success of the total effort cannot be underestimated and should not be overlooked.

Except for a few isolated examples, it is difficult to find that the organized teaching profession has even indicated a consciousness of the importance of the nonteaching personnel or has fought for improvement of its economic and social conditions. If good working conditions, protection in the exercise of their civil liberties, sick allowances, satisfactory wage conditions and provision for retirement are essential to the best efforts of the classroom teachers, they are just as vital to this neglected segment of public school personnel.

The organized teaching profession should accept the responsibility of leadership in overcoming the two great weaknesses of current operation: academic snobbery, which creates wide social gaps between certificated and noncertificated personnel, and autocracy in internal administration. Every current professional effort to adjust teachers' salaries should also include parallel provision for custodial, clerical and technical personnel. Only by wholeheartedly supporting its less articulate colleagues can the teaching profession escape the charge of selfishness and narrow vision.

—The Nation's Schools  
May, 1943; Editorial, p. 13.

## British Schooling in Wartime

(Continued from page 10)

for children from two to five years. Britain has been the pioneer in this field and she has had to develop it even further because of the large number of wartime working mothers. I was interested in the emergency buildings for nursery schools, in the satisfactory treatment of old homes which have been remodelled, and in the well-planned pre-war nursery school units, like the one in the borough of Willesden, of which Dr. Evan Davis, who visited American schools in 46 states one year ago, is Director of Education.

I visited only one of England's famous public schools. These are schools which would be known in the United States as private or preparatory schools. In many ways the life of this school and the spirit of the boys reminded me of an American high school. School service activities were noteworthy with the boys making their own beds, taking care of the lawns and the gardens and engaged in learning all sorts of outdoor crafts as well as the traditional studies.

The schools here, as a whole, do not seem quite so much a part of the community as our own, but everywhere I found great interest in American parent-teacher groups. It is noteworthy that Belfast now has fourteen active parents' associations. There may be a growing tendency here for a closer tie between the school and the community, which I understand has been hastened by the war.

At present the great majority of young people in the United Kingdom leave school at the age of fourteen. Entrance to higher schools is determined by examinations taken at the age of 11 or 12. Because the secondary or higher schools are thus selective, the children in them are capable of a very high standard of academic education. On the basis of limited observation there appears to be less emphasis upon history, government, economics, and current problems than in American schools. Let me add, however, that the early school-leaving age and the lack of study about current world problems in their secondary schools hasn't

kept these wartime youth from thinking and questioning about their future. Everywhere I went I have met groups of young people and found them talking about reconstruction in the post-war world, and they consider that educational reform is one of their first jobs.

Mention of this condition brings me to one of the most interesting things about my visit. I was seeing Great Britain at a time in her educational history when she is on the brink of far-reaching educational advance.

Plans are now before Parliament for the raising of the school-leaving age to fifteen at once, and to sixteen in the near future. The plan outlined by the White Paper provides for three separate types of schools to meet different types of student abilities. There is proposed a secondary grammar school for children who are qualified for academic studies and for entrance into higher schools and universities. Likewise secondary technical schools for those whose interests and abilities lie in the field of practical and technical studies, and still a third type called the secondary modern where a general education will be given largely through practical subjects. The plan is proposed for the children who, upon examinations taken at the ages of 11 or 12, will be classified as to school subjects with adjustment at age thirteen.

The criticism of many educators in Britain seems to be (I find myself in agreement) that attempted classification of children in life careers at such a tender age is impracticable. Moreover, speaking from experience in the United States, it appears likely that these three schools will all become multi-lateral or comprehensive, making no distinction among students, with a cross-section of the whole community taking advantage of a broad basis of education before specialization.

There are important proposals also for education after leaving school. A compulsory part-time scheme up to the age of eighteen is contemplated in the Young People's Colleges. Those who are going to universities will continue their education full-time up to the age of eighteen.

(Continued on page 20)

# LISTENING-IN

Dear Secretaries:



Connie King

This is one time I'd really like to share the experience of editing this column with each one of you! To have a new year start off with as much good news for secretaries generally as the news I've received indicates, is an inspiration.

We have a new reason for resignation from our Association. Juanita Holmes is no longer eligible for membership in our organization since she has been made assistant principal of the Plant City High School in Plant City, Florida. Best wishes to Miss Holmes in her new work. She has made self-improvement seem even more justifiable and worthwhile.

Mildred Hutcheson Fuller, formerly one of our Georgia gals, is now with the Board of Education in Los Angeles. A husband in the service is her reason for crossing the country!

Pittsburgh has hitched its wagon to a star—and a lucky star at that! In addition to the nine scholarships to Texas Wesleyan, about thirty girls received evening school scholarships for the winter term at the University of Pittsburgh. A special class will be organized for the February-June semester for school secretaries on School Law and Administration at the University of Pittsburgh.

With all this boost educationally, the girls are now making their debut with a printed newspaper. Marie Hamel writes that it will be printed by the printing classes at Knoxville Junior High School

under the name chosen by the contest-winning title of January 31.

Helen Jayne Rose succeeds Dot Amor as Chairman of the Social Committee. The Pittsburgh Association regrets losing Dot to one of the large steel companies as secretary there, but we know that they are gaining a fine, efficient employee.

Pittsburgh schools have had the largest turnover in secretarial positions in their history. Since September there have been 13 resignations, 11 transfers, 1 leave of absence (WACs), 8 new appointments. On November 17, there were 44 vacancies that substitutes filled.

Mrs. Irma Lee Bloodworth, president of the New Orleans, Louisiana Association of School Secretaries, reports that the school board has recognized the school secretaries' work and worth by granting them an increased salary scale. An elementary school secretary began working at \$88.00 per month (for ten months) until the new scale went into effect. Good work on the part of the Association was undoubtedly the reason for this recognition.

The bulletin of the Maine School Secretaries' Association is published four times yearly and in October was mimeographed on soft green paper. It is full of local news and timely suggestions for busy secretaries. Their meeting at Bangor House was for luncheon and a talk by Principal T. P. Blaich, of the Foxcroft Academy, Dover-Foxcroft, Maine. Last year Mr. Blaich was a teacher and author in Cleveland, Ohio.

"School Daze," published for the Massachusetts Association appears three  
(Continued on page 26)

## British Schooling in Wartime

(Continued from page 18)

Very significant is the proposal for six months of some form of national service before going to the universities. From the the age of eighteen, ability will determine the limits of opportunity offered. The State plans to foot the bill where talented students have not the financial means for university studies.

The university student body in Britain is normally about one-twentieth of America's. But up to the present, forty per cent of the students in British universities have been supported fully by public funds. British educationists hope that percentage will be increased. This liberal interpretation of a conservative university policy gives America pause. Every year some of our best brains are wasted, despite our wide university facilities, because talented young people have not the means to carry on.

At this point the two nations can strike a happy medium by taking suggestions from each other. Where Britain has lost a large amount of her college material by too early selectivity, we have lost by sending to college a cross-section based on financial ability. Where Britain has sought perhaps to turn out specialists too early, we have thrown open the door and left it up to the individual to take advantage of what we have to offer. We have education in quantity with a view to producing good citizens, and this is an ideal we must not lose, but qualitatively we have much to learn from Britain.

Now is the time for educational statesmanship. If the plans, which, God willing, shall be developed at the peace table, for political reconstruction are to carry on in the lives of succeeding generations, there must be educational emphasis upon the ideals and aspirations which the peoples of the United Nations hold dear. More than that, there must be acquaintance and understanding.

The Educational Policies Commission of the United States and important educational groups in the United Kingdom think that there must be an international education agency within the framework

of the United Nations. Perhaps the beginning might well be made now by the United Kingdom and the United States who share a common language and a common heritage of culture. Such an agency might concern itself not only with educational research and co-operative curriculum studies, but might also form a basic organization for the interchange of teachers and students so that all might have a chance to defeat our greatest barrier, lack of knowledge of each other.

If each of these two countries should send several hundred teachers to the other for a year, those teachers would be good interpreters abroad and good interpreters at home of the people with whom they had lived. Students might live for a year in the other country—an exchange of sons and daughters under the guidance of a responsible international organization. What dividends in terms of international stability such an exchange would pay and the investment would be small compared with the cost of one battleship.

That is the message I have brought home with me. The aspirations of the British people are akin to those of the American people. Let us act now through every means at our command to promote acquaintance and to get rid of prejudice and ignorance between free peoples and to emphasize that common understanding which is the only secure basis for a free world.

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### Begin It

Lose the day loitering—'twill be the same story

Tomorrow—and the next more dilatory. Then indecision brings its own delays, And days are lost lamenting over days. Are you in earnest? Seize this very minute—

What you can do, or dream you can, begin it.

Only engage, and then the mind grows heated;

Begin it, and the work will be completed.

—Goethe.



# BOOK NOOK

ELEANOR DEARDEN, Reviewer

**Our Young Folks**—Dorothy Canfield Fisher, Harcourt Brace and Company, 1943.



Eleanor Dearden

This book is a challenging and evocative treatise of a problem which vitally concerns the schools and school personnel and should prove of interest to all school secretaries. Written in a non-technical language, it presents

the problem facing young people and offers some possible solutions. The book is divided into four sections. Part I—**What About Our Young Folks**—describes the conflicting forces at work. Part II—**Some Post War Youth Problems**—indicates what high schools must face and describes the use and value of personality and aptitude tests as aids in settling these problems, also the need of work experience among young people. Part III—**Something About Girls**—presents a very worthwhile discussion of the part women have played in the present economic emergency, the changes in their status because of industrial developments, and what their place will be in the post war era. Part IV—**Life Is More Than Jobs**—deals with leisure time and training for the worth while use of leisure.

The author concludes that the task is "to help young people step forward to take advantage of opportunities for better living now newly opened to them by our complex modern society instead of vainly trying to find opportunities of the simpler past now gone forever."

**Curriculum Principles and Social Trends**—J. Minor Gwynn, The Macmillan Company, 1943.

Curricular adaptation to meet ever-changing needs of schools and the changes in social, economic, and cultural life of the

people has always been a problem but never more than at the present time when war time conditions make immediate adjustments essential.

In the book **Curriculum Principles and Social Trends**, Gwynn has traced the development of the public school curriculum from its early beginnings, has set forth the present status of the curriculum on the various school levels, indicated the new influences as school and community life become more closely integrated, and looked into the future in curriculum planning.

Three purposes motivated the author in the publication of this book:

1. To show that personal experiencing is the only way by which real improvement in the curriculum can be effected.
2. To evince that educational growth is and should be an evolutionary process and that such evolution is strongly stimulated and conditioned by changes in the social, economic and cultural life of a nation.
3. To demonstrate that teaching methods cannot be divorced from the curriculum.

The first part of the book presents an overview of the evolution of the curriculum and the factors which have dominated this development—religious, political, utilitarian, and the more recent movement for mass education. The new factors in curriculum development are discussed, then the particular influences and trends on the various school levels—elementary and secondary—are thoroughly analyzed. The influence of the youth problem and the effect of improved teacher-training on the curriculum and the various curricular aids for the enrichment of the curriculum are given attention.

The latter part of the book looks into the future in curriculum revision dealing with the effect of propaganda and the

*(Continued on page 37)*

## Safety and the School Secretary

(Continued from page 12)

as well as a safety manual being prepared by the National Congress of Parents and Teachers. This will be distributed to all local Parent Teachers Associations.

Approximately 4,000,000 boys and girls are transported to school in 93,000 buses, many of them in poor condition. A transportation problem of great concern to the nation is resulting from the break-down of equipment and the critical shortage of rolling stock, replacement parts and facilities for roads. The pupil's safety depends upon the willingness of each community to provide a good school bus and to keep it in good condition; a carefully selected, trained and continuously supervised bus driver. Here again the help of school secretaries is of vital importance in anticipating and meeting school bus emergencies.

To aid man to live in harmony with his surroundings is the aim of the safety work of the National Congress of Parents and Teachers. This includes all phases of safety education, with stress on the home, school and community aspects of safety. Our concern is every child, the whole child, in his total environment, and so his physical safety is of paramount importance.

The school secretaries coming in contact with P. T. A. presidents and safety chairmen would render valuable help in pointing out hazards to children. This could go out in your regular form letter.

There is no more encouraging development in recent years than the emphasis placed upon safety education in our public schools and colleges. The principles of safety education first appeared in elementary school text books in 1843. A text issued that year described "the management of persons apparently drowned." Since 1933 there has been rapid progress in the development of this subject. Now twenty-one states require the teaching of fire prevention and traffic and/or general safety and twelve do so by ruling of state boards of education.

Every state department of public instruction has published a course of study, has included safety as a part of another

course, or issued some type of teaching aid on safety. Hundreds of city school systems have also done this. The publication of safety education as a yearbook of the American Association of School Administrators in 1940 was dramatic evidence of the acceptance of safety education as an integral part of the program of the modern school. The following points were emphasized from an educator's viewpoint.

1. Experience shows that many accidents are preventable through a program of education.

2. Instruction in safety is an essential part of the modern school's program of producing good citizens.

3. The determination of the character and the extent of the school safety program and the selection of teaching methods to be used are professional responsibilities of educators.

4. Rural schools, operating under conditions specifically different from those of urban schools, should make an effort to adjust their safety programs to the special conditions of their environment.

5. Safety education for adults is a primary responsibility of the community and the state.

6. In each community it is the responsibility of the board of education and its executive staff to build and to maintain school buildings which are safe.

7. Responsibility for areas of safety education not designated specifically by law should be assigned by agreement to the agency or agencies most competent to achieve the desired goal.

8. Teaching youths to be safe and intelligent operators of motor cars is a responsibility of the community.

9. The school has a responsibility for systematic instruction in all aspects of safety.

10. School systems embracing several schools should organize safety coordinating agencies.

11. A formal or informal safety council or committee, or other liaison among safety agencies, should be established in every community.

12. In their efforts to advance the safety movement, educators should recog-

nize the need for appraisal and research.

13. It is remarkable how much can be accomplished if no one is too anxious about who receives credit.

14. Effective programs of safety education should be adequately financed.

15. The time has come for educators to prepare themselves for leadership in safety education.

Approximately one hundred and fifteen colleges and universities offered credit courses in safety during the 1943 summer session.

The philosophy of safety education is expressed by the late Albert W. Whitney, "Safety is for more and better adventures. Safety education prevents individuals from doing stupid things, thereby making important adventures possible."

We now have added to the three R's of education the three E's of safety, viz.: education, engineering and enforcement. If we could only wait long enough, say, in the course of a generation through education, the thinking and habits of people would be so conditioned that we would realize a Utopia—a fifth freedom, freedom from preventable accidents.

Through education, accidents can and must be prevented. A positive approach to the problems is more than ever necessary now that our country is at war. The war has not created new problems. It has, however, multiplied and intensified already existing problems. More children are on the street, in recreation and play centers, in nursery and day care centers. They will need careful supervision here and in homes. In homes where children are left without supervision there is the ever present danger of accidents and the possibility of infection. Children are seeking illegal employment, they are exposed to heat and cold, inadequate food, disproportion of duties, too heavy responsibility and danger of delinquency.

If it is not within the province of the school to give assistance, school people should be informed about facilities, resources and help, for these children deserve the best thinking and action of all community groups. School secretaries should be informed who could call these matters to the attention of

the school P. T. A., or what agency could render the necessary help.

Another field of endeavor for school secretaries would be to co-operate with school safety patrols, now a nation-wide activity with about 275,000 members in 3,250 communities, organized as a school operated system in 1916. It was introduced by a school attendance officer in Newark, N. J.

To promote uniformity in this growing movement, the National Safety Council called a meeting to develop a set of standard rules. Representatives of the National Congress of Parents and Teachers, the National Education Association, the U. S. Office of Education and the American Automobile Association took part.

The patrols are now called "School Safety Patrols," rather than "Boy Safety Patrols," since girls, as well as boys, are now members. Many schools have street patrols, play ground and corridor patrols. "Standard Rules for School Safety Patrols" can be secured from the National Safety Council.

The National Congress of Parents and Teachers has been interested in the youthful driver for several years. Conferences with leaders of all kinds of associations in all parts of the country lead to the conclusion that the present general attitude toward training of the youthful driver may be summed up as follows:

1. As they approach the legal driving age, these youths to whom cars are available should have specific instruction in the theory and practice of driving.

2. The best instruction in these subjects now available is offered in high schools by especially trained teachers.

3. A large percentage of the country's high schools offer classroom instruction in traffic, but only a very small percentage offer road lessons.

4. The addition of this two-fold program to the high school costs money, but, from the social point of view, the offering of traffic safety instruction and road lessons costs far less than accidents.

5. Where this program has been installed its continuation and, if necessary,

*(Continued on page 28)*

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## LISTENING IN

(Continued from page 19)

times a year. October's issue states: "The purpose and aim of the Massachusetts Association of School Secretaries is to elevate the standards of the group and through organization, to pool our ideas and ideals toward a finer and more efficient service to the school and to the community."

A word of welcome is extended to Mr. Julius E. Warren, superintendent of school of Newton since 1934, now Commissioner of Education for the Commonwealth of Massachusetts.

Laura E. Ellwanger, president of the Denver, Colorado, Association, writes that elementary school clerks were notified of a raise in their maximum salary to \$120 a month at their dinner meeting on November 10. A five per cent emergency increase in all 1943-44 salaries with a continuation of the 1942-43 emergency increase plus regular yearly increments was announced. 87 out of the 153 girls employed as clerks and secretaries in the Denver Public Schools were present and heard these announcements. This group donated \$50.00 to the NEA War and Peace Fund as their contribution toward the goal set. Laura Meyer, chairman, Dorothy Callahan, and Eileen Flink, assisted by Laura Ellwanger, president, president, and Caroline Lane, secretary, planned and carried out the excellent program and dinner. Student entertainers from Boettcher School were the main attraction.

The New Jersey Association of School Secretaries devoted their number 1 issue of the bulletin largely to "preliminary convention plans." Elizabeth M. Teel, editor, gave detailed plans for the annual business meeting, election of officers, tea, and Sunday dinner at which Mr. Richard A. Tewkesbury was to speak. Mr. Tewkesbury was instrumental in proving the feasibility of an overland highway between Fairbanks, Alaska, and Buenos Aires.

The whole of page three was given to Miss Anna Moore's "reasons for joining

the N. J. Association of School Secretaries." Miss Moore is State Membership Chairman and her concise statement of concrete advantages must have carried weight. There were 453 members last year!

Page four contained Miss Anne Holdstein's report as chairman of the committee on courses, and Isabel Ballentine's report of the executive committee meeting.

On page seven, Miss Flo Garretson, president of this large group, handed the title of membership chairman for New Jersey in the N. A. S. S. to Miss Marion Ernst of Roselle Park. Miss Garretson has had this office for the past three years. We, of N. A. S. S., welcome Miss Ernst into the "family."

All in all, there were eight pages of interesting news for all New Jersey secretaries!

Miss Charlotte A. Marr tells us with pride that for the first time, a school secretary has been elected to the office of secretary of the Education Association of the District of Columbia. Miss Catherine Crawley who has been a member of the membership committee of our National Association was elected to this position. Miss M. Alina Carroll succeeds her in the N. A. S. S. membership work.

Miss Carroll started immediately into her work by sending *Listening In* a copy of the menu of the dinner (testimonial) given Dr. Frank W. Ballou on the eve of his retirement. The menu was so written that it was practically a thumbnail sketch of his life. For instance, dinner began with "Cream of Fresh Mushrooms, Ft. Jackson, with Vermicelli, Potsdam." Dr. Ballou was born in Ft. Jackson, N. Y., and later lived in Potsdam. The "menu" included his schools, clubs, associations, summer camp, his wife and grandson!

Mr. Robert L. Haycock is the new superintendent of schools for the District of Columbia.

Mrs. Adeline Fangman sends us the news of the St. Louis County Association and of the annual meeting of the Missouri Association of School Secretaries.



With an average attendance of 24 at the St. Louis County Association's three fall meetings, the executives have wisely planned food, education, and fun well mixed. Filing was discussed by Miss Karol Greeson at the September meeting, a Hallowe'en Party was the October meeting, and November brought a "visual education" in the co-operating school of St. Louis County. Each meeting combined a supper with a program.

At the annual state association meeting, fifty-three secretaries representing twenty-two different school districts were present. Mrs. Grace Riggs, the new president of the Missouri State Teachers Association, announced that the executive committee had voted to include school secretaries in that organization. They are now the "Department of School Secretaries" in M. S. T. A.

High spot of the evening was the talk by Miss Gretchen Vanderschmidt. Miss Vanderschmidt has the walls of her room painted red and Mrs. Fangman says that it seemed quite a good color for such a vivid personality!

The officers headed by Georgia A. Davis, president, were re-elected. Miss Frances Rosenthal was elected to serve as editor of the "Missouri School Secretary" in place of Miss Jane Trogdon, who accepted employment in a field other than school secretary work.

A Scrap Book prepared by Elsie Roth of Clayton contains a display of forms used in the different school offices throughout the state which were collected by Janet Thursby of Kirkwood.

Detroit's *Newsletter* carries the names and addresses of members of the School Secretaries Association who are now serving in the armed forces. The Association voted one hundred dollars to the War Chest of Metropolitan Detroit. They also made a contribution to the Ruth Alden Dress Campaign. Tucked among the news items are lists of the personnel of the Association committees. Also a notice of the publication of the Association Directory. Among the benefits of membership, the following items are quoted: "the privilege of participating in the Asso-

ciation's group insurance plan; the receipt of the *Newsletter* regularly, keeping you informed of the Association's activities in your behalf in such matters as retirement, representation at Board of Education meetings, etc., and, of course, the very enjoyable association with other girls in school work."

Incidentally, Ora Stanbery, chairman of the association retirement fund committee, was recently appointed by the Detroit Superintendent of Schools, to a new retirement committee of five contract and four non-contract members. The committee will write a plan to include all Board of Education employees. This plan will be presented to the Board of Education and, if approved, will go to the Common Council.

Mrs. Rachel Maynard, retiring president of the School Administrative Assistants of Arizona, writes that of the 35 state members of the Association about seventeen of them are also members of the State Educational Association. They are working for inclusion in the teachers' retirement law. The nominating committee—Miss Nell Zetty, Miss Mary Ruth Cooper, and Miss Anna P. Gupton—introduced their candidates by drawings, and printed "personality paragraphs" in the *News* to the memberships of the entire association. Notes about the doings of the Phoenix group—a luncheon at Miller's—and the activities of the Tucson group—a Christmas luncheon under the supervision of Miss Helen Clark.

Each Wednesday secretaries on the University of Arizona campus bring their lunches and meet in the Visual Aids Bureau for an hour of movies—such as shorts of Mexico and South America, and British Women At Work.

Mrs. Grace B. Holt who has been quite ill recently, was a guest of honor at a tea in November to members of the League of American Pen Women. Mrs. Holt, as you know, is an accomplished author of poems.

Miss Mary Bunte of Tempe, Arizona, is the new President of the Arizona School Administrative Assistants.

(Continued on page 30)

## Safety and the School Secretary

(Continued from page 23)

its expansion should be vigorously supported.

6. Where this program has not been installed, it should be presented to the superintendent, and all phases of it discussed candidly and in relation to the whole school program.

7. Where traffic safety instruction and road lessons are not and cannot be offered by the schools, advantage should be taken of other types of available training facilities, such as qualified private schools charging a fee.

8. If no professional driving instructors are available locally, parents should assume definite responsibility for teaching their own boys and girls how to drive.

The army is calling upon high schools to provide this type of training. This is not just an emergency program, it is a long-time program. Every boy and every girl is a potential driver of a car. They have been restricted because of war and are raring to go. In the post-war period we are going to live with the boys and girls and we want good drivers.

The War-time Highway Traffic Program, endorsed by twenty-six sponsoring national organizations, recognizes (1) that our highway transportation system must be stripped of all non-essentials and dedicated to the winning of the war, and (2) that essential highway transportation is a vital part of our Nation's war effort; and therefore pledge its whole-hearted support to the conservation and efficient utilization of these facilities. The recommended program is in the Field Legislative Action, Motor Vehicle Administration, Police Control, Engineering and Public Participation and Training.

The effectiveness of this program depends upon informed public support.

It matters very little to whom the credit goes. What does matter is getting results in the reduction of accidents. It has been said that the meek will inherit the earth. We can be sure, however, that the safe will inhabit the earth.

## British Notes About Rationing

(From Bulletin of Secretarial Association of Public Schools of Washington, D. C.)

(Do you think rationing is tough? Bear with us and read what our British cousins have to take—and hope we never come to this—or do you wish the Editor would cease quoting from personal correspondence?)

"We are still exiles from our home in Croydon, and are getting homesick. I went home during the summer holiday to air the house, see that it was painted, and to look after the garden. Unfortunately, I found that rust and moth had done much damage. The new eiderdown quilts were riddled with moths and will cost many pounds to replace. Rugs, bedding, and linen, too, had been ravaged despite many pounds of moth balls, etc. The worst of it is that no insurance covers such a loss, and since it is not due to direct enemy action, the government gives no compensation.

"The educational authorities are sympathetic but maintain that I am on war-duty and doing more good with the evacuated students here than I would be teaching in London. Another anomaly is that I am taxed on my house though it is a dead loss to me and I am also paying rent for this furnished house here in Devon. Assuredly, I shall meet the end of the war a much poorer man than I was at the beginning. I don't know just what you are taxed in the U. S. A., but I have just had my tax demand and it is one-eighth of my gross income! (Ed. note—this is without exemption for wife and two boys.)

"However, I can only feel thankful that I have so much when so many have lost all. Now that the raids have started again, one feels sick at the thought that so many little children and people are helpless against the sudden blasting destruction of the bombs. Those killed are out of it, but it is the maimed, disfigured, and blind that have the hardest lot to bear.

"The thought that the Germans are still only a few minutes by air away is an

ever present reminder that we cannot relax our precautions. Our immediate concern is that when the Allied forces start to invade France and Belgium the Germans will use gas on our ports of embarkation in an effort to hold off the invasion or the supplies and reinforcements once the invasion has started. We know also that the Germans are quite capable of dropping thousands of paratroops round and near our ports in order to blow up roads, railways, bridges, and essential services such as gas works, water works, and power stations. These things have been much in our minds the past few months and we have heard the Prime Minister say as much in a recent speech at the London Guildhall.

"In general conditions in the country haven't changed much. Rationing is still strict and efficient. There are NO extras of any great food-value, except tripe. This curiously enough, can be had in plenty. Sausages are fairly abundant but consist mainly of soya-bean flour. Potatoes are plentiful and cheap. Bread is unrationed but has a large amount of potato in it, is palatable but rather dark. Locally, apples have been plentiful, but dear. Last week the boys had a ration of one pound of oranges each, the first in many, many months. We are promised more from Palestine in a week or two. Fats are strictly rationed, and it is impossible to make cakes or pies. Eggs are scarce and we haven't had any for more than a month, but egg powder has been in good supply. The milk ration has dropped again. Adults get two pints a week, the boys get half a pint a day. We can buy a can of dried milk once a week. Prunes, dates, currants, raisins, are all on "points" but even they are not always on sale. Each person has 20 points a month. All canned foods are on points as are shredded wheat, corn flakes, and other breakfast cereals, dried peas, beans, oatmeal, and sardines.

"A mother who has children of school age is greatly helped by the dinner which is served at the schools in the middle of the day. In some schools these dinners are really good, but much depends upon the cook who often through bad planning

and bad cooking can spoil all Lord Woolton's plans for giving the school children at least one good meal a day.

"Meat and bacon rations remain unaltered but often the bacon is of poor quality and we sometimes have beef for four weeks running. Sometimes lamb is obtainable, or veal, and rarely, pork. Liver and kidneys are not rationed but one's turn to get any comes about once in seven weeks.

"I have tried to give you a picture of the food situation and can sum it up by saying that it is adequate but monotonous, but one thinks of the food situation in Belgium, Greece, and Holland, and can be very grateful that we have our rations as they are.

"In general household effects such as pots and pans and cutlery are scarce. No aluminum ware at all. Soap is rationed. Razor blades are scarce, indeed for weeks I have been unable to buy one! Luxuries like pipes have vanished from the shops, and tobacco is more than four times its previous price—tax! Matches are rationed by the shops and can only be obtained by regular registered customers. Paper is scarce. Newspapers are made up of two limp sheets. No wall-paper is made and many women's and children's periodicals have suspended publication. School text books are very limited. New furniture can be bought only by newly-married couples and second-hand furniture is very rare indeed. Clocks and watches just don't exist and it is almost impossible to have one repaired. Many people have broken watches lying at home—I am one of these.

"The blackout continues. . . . .

"This should give you a view of life here as it affects the ordinary people. Outwardly, the casual visitor would see that we are cheerful, and busy. The cinemas, theatres, music halls, dance halls, and public houses do a roaring business, and children play happily and unconcernedly in the streets and parks. The household tragedies of war are not apparent and we feel that we are moving rapidly toward Victory. . . ."

## LISTENING IN

(Continued from page 27)

Miss Garland Lind, corresponding secretary of the Illinois Association of School Secretaries writes that the constitution of that organization was revised at a fast-moving and well-attended convention held at the Morrison Hotel in Chicago, December 27. Betty Zimmerman and Edna Atkinson, of the National Association were able to attend all of the meetings. Dr. R. W. Fairchild, prominent educator and president of the Illinois State Normal University, gave the main luncheon address, speaking on "Secretaries I Have Met." Three of the important secretarial virtues he mentioned were endurance, versatility, and patience. The Illinois secretaries sandwiched fun in between serious business meetings and attended an NBC broadcast and the Sonja Heinie Hollywood Ice Review. Miss Ruth McNutt, Oak Park, is president of the association.

The Utah Secretary, gay with its Christmas bells and red ink, arrived at Christmas time. Its seven pages fairly bulged with association news, including a report of the convention held in Salt Lake City on October 9, a schedule of regional conferences to be held during the year, a code for business girls and other thises and thats. Nellie Krays, who by the way is now Mrs. William DeVroom, Jr., is the president of the organization and Patricia Lawrence, of Granite School District, Salt Lake City, is editor of the paper. The next issue will be published in April and will contain a complete list of members, giving an opportunity for all Utah secretaries to see their names in print if they do the right thing.

Peg Kernan wrote that she had seen Eunice Bounds in Wilmington recently. Eunice also wrote the editor a delightful Christmas note. It's been a long time since we have heard from you, Eunice. Come back! We need you.

Peg also writes: "Helen Haycraft and her husband are in Texas. They have a son born October 28. You will recall she is our first editor of *The National Secretary*." The best of luck to the three.

## LIE IN THE DARK AND LISTEN

Noel Coward

Lie in the dark and listen.  
It's clear tonight, so they're flying high,  
Hundreds of them, thousands perhaps,  
Riding the icy, moonlit sky,  
Men, machinery, bombs and maps,  
Altimeters and guns and charts,  
Coffee, sandwiches, fleece-lined boots,  
Bones and muscles and minds and hearts,  
English saplings with English roots  
Deep in the earth they've left below.  
Lie in the dark and let them go,  
Lie in the dark and listen.

Lie in the dark and listen,  
They're going over in waves and waves  
High above villages, hills, and streams,  
Country churches and little graves  
And little citizens' worried dreams;  
Very soon they'll have reached the sea  
And far below them will lie the bays  
And cliffs and sands where they used to be  
Taken for summer holidays.  
Lie in the dark and let them go;  
Theirs is a world we'll never know.  
Lie in the dark and listen.

Lie in the dark and listen,  
City magnates and steel contractors,  
Factory workers and politicians,  
Soft hysterical little actors,  
Ballet dancers, reserved musicians,  
Safe in your warm civilian beds,  
Count your profits and count your  
sheep—  
Life is passing above your heads,  
Just turn over and try to sleep.  
Lie in the dark and let them go;  
There's one debt you'll forever owe.  
Lie in the dark and listen.

## Detroit Changes Sick Leave Allowance

On December 28 the Detroit Board of Education ruled that in 1944-45 accumulated sick leave will be allowed, as follows: In addition to receiving full pay for the first ten days of absence because of illness, non-contract employees will receive full pay for a period equal to one-half the number of unused days of their 1943-44 sick leave.

### ADVERTISERS' COLUMN

I invite secretaries and advertisers to give me reaction to this column, which may be helpful in connection with future issues.

Margaret V. Kernan,  
Advertisiting Manager.

Secretaries can decorate their own dresses, blouses, hats, purses, and other accessories.

Secretaries! Make your costumes colorful and "different" by learning to use Prange Textile Colors. They are easy to use, washable and do not fade. The new booklet, **Do It Yourself**, will tell you about this new fascinating craft. It's twenty-five cents and may be obtained from your local school supply distributor or dealer. If he does not have it, write to Department 81, American Crayon Company, Sandusky, Ohio, and send the remittance with the request.

Cutters and replacement parts for pencil sharpeners can be manufactured for a limited period of time. The Spengler Loomis Manufacturing Company, therefore, advises you to see your dealer for the necessary repair parts if you are having difficulty with your pencil sharpener.

Don't overlook Beckley-Cardy's offer to send you their free buyer's guide. It's packed with suggestions on equipment

and supplies, classified and indexed for easy reference. Without leaving your desk you can order supplies and equipment from Beckley-Cardy's Complete Buyer's Guide.

Teachers involved in presenting air navigation instruction to pre-flight students will welcome the Simplified Flight Calculator of the Chicago Apparatus Co. This Calculator will solve all dead-reckoning problems in a few seconds, more accurately than most standard instruments costing many times more and do it without recourse to mathematical knowledge. The cost? \$1.80 for the student model and \$3.75 for the master model.

Acquisition of Erpi Classroom Films Inc. from Western Electric Company by Encyclopedia Britannica Inc. was announced December 3 by William Benton, chairman of the board of Britannica. The policy and personnel of Erpi Films, of which E. E. Shumaker is president and chief executive officer, will continue unchanged under Britannica's ownership. Sales of the classroom films will continue to be handled through the sales organization under the direction of H. C. Grubbs, vice-president.

In your post-war planning include the school library. Remodel your present library, replace old equipment with new items of furniture. Gaylord Bros., Inc. will supply them.

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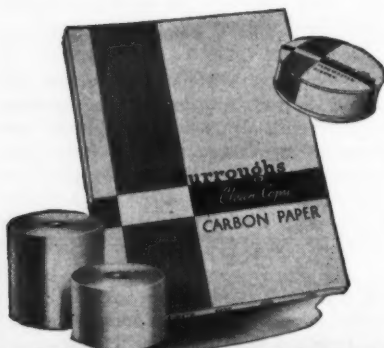
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The Bureau of Educational Research and Services of the University of Iowa has gained an enviable reputation among users of Educational Test Materials for its promptness and speed in shipment of test orders. Even in these troubled times, test shipments leave within 24 hours after the order is received.

The Teachers' Protective Union, Lancaster, Pennsylvania, has been licensed by the New York Insurance Department as a fraternal society. The Insurance Committee of the New York State Teachers Association, in the New York State Educational Journal, November 1940, recommended the protection issued by the Teachers' Protective Union.

Do you need sound effects for your school play? Send for Thomas J. Valentino, Inc.'s free catalog—Major Sound Effect Records. Completely cross-indexed for handy reference.

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(Continued on page 34)





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## Advertiser's Column

(Continued from page 32)

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Dear Reader:

My ma tells me that we're about to have a birthday and it's an important one. She says this association we all belong to is going to be ten years old in July and she thinks we should have a big celebration or something because it really is something for a little organization like ours to be ten years old. Naturally, we're still small, but we are growing and we certainly are lots bigger than we used to be but not nearly so big as we're going to be. We grew mighty fast for a while—like a weed as the saying goes. Then we sorta stopped and it almost looked as if we'd shrunk but lately I guess we've been taking vitamins or something cause every now and then she has to hurry up and send a lot of my sisters out to different places to girls who forgot to join last year but remembered to this year.

Well, anyway, to go back to the celebration. Of course, we can't travel to Pittsburgh this summer because of the war effort and so many soldiers and sailors and WACS and WAVES etcetera using the trains. So what my aunties decided in Chicago last summer to do next summer was to publish an anniversary number of me. Of course, I don't know exactly what that means and how I'll feel about

it but my ma says it's a pretty nice thing to have done to one if one is a magazine. She's going to try to fill me full of a lot of stories about how the association started and who started it and what the idea was and I guess what it still is.

She says of course she can't possibly do it alone and she has to have a lot of help from all of the girls who were so smart ten years ago and all of those who have kept on doing things ever since. Stories of their first meetings, how they worked, who helped them, where their conventions were held and what happened. And also pictures. Snapshots and other pictures that have been taken through the years. I'm going to be quite fat, I guess, but, after all, I am growing up. So please start thinking right now. If any of you have any ideas about what you think should go into me in May send them to my ma right now. She'll be looking for mail from now on and she promises to do her best to make me worth keeping—a real historical document.

One more thing. Nominations will be in order soon. So think too about who your president, vice president, editor, etc., ought to be.

Yours TENDERly,  
Enness.

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## Book Nook

(Continued from page 21)

community approach to the curriculum. Attention is also given to the national emergency as it has effected education and the special curriculum materials necessary on national defense and the war.

**And Keep Your Powder Dry**—Margaret Mead. William Morrow and Company, 1942.

Margaret Mead, noted anthropologist, who has spent many years studying other cultures, has written a challenging book, in which she looks at America objectively and makes pointed observations concerning the need for greater understanding of contemporary cultures. She indicates that one of the important issues in studying the question of winning the war is what we are ourselves, the American character, American institutions and American attitudes which are a part of every American. She discusses the question of whether Americans are aggressive enough, the attitude of Americans in

general toward the war and the feeling of Americans that all decisions must be made in terms of what is right and wrong. The emphasis on achievement, the influence of the American success system in which each man plans to achieve a position higher than that to which he was born is another important factor.

The last two chapters of the book are particularly well worth reading as she summarizes the general situation. She talks about building the world new rather than building a new world. In other words, we should not demolish all that now exists and abandon all the ways of life which other people have developed and make everything new—but rather, if we are to build the world new, we should recognize that which we have which is worth keeping and appreciate that each people in this existing world has something to contribute to the whole—and on this, build the world new.



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The descriptions of books given below were taken bodily from **A Reader's Guide to Education**. The guide is well worth owning. The books listed (and there are many others) are books that the well-read secretary should read.

### A Reader's Guide to Education

"Books about education for Americans. To promote, through the medium of books, a more general understanding of American Education." Published by the National Education Association of the United States and The Book-of-the-Month-Club." May be obtained from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., at no cost except five cents for mailing, which should be enclosed.

**The Little Red School House** by Agnes DeLima (Macmillan).

"At 196 Bleeker Street in New York City, is one of the most famous experimental schools in the country. Agnes DeLima and the school staff give a living account of the activities of the school, the special methods of teaching, the emphasis on community life, the active role of parents in the school program."

**Know Your School Series** (U. S. Office of Education)

"A series of pamphlets, designed to acquaint Americans with diverse features of the school program. Various brochures discuss the library, the school superintendent, the community and school, the Board of Education, and other aspects of the school system."

**Adult Education** by Lyman Bryson (American Book Co.)

"Adults who wish to 'go on learning' will find Dr. Bryson's book a lively guide to an increasingly important field in education. The author shows the need for adult education, and surveys the methods by which a program can be developed. Teachers will discover how adults can be taught; adults will find how they can continue their own education."

*(Continued on page 40)*



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## Book Nook

(Continued from page 38)

**Paying for Our Public Schools** by F. W. Cyr, A. J. Burke, and P. R. Mort (International Textbook Co.)

"Some school districts spend \$10.00 per child per year for schooling; others can spend as much as \$200.00. The authors feel that the nation can afford a reasonable level of equality in education for all its children, provided there is public opinion willing to do it. The problems of paying for our schools are plainly presented. Pen and ink drawings, clever graphs, and directness of style make the book valuable for the general reader."

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Excerpt from letter from Sara Milner re new membership: "The one from N. C. is the result of an invitation being stuck in along with credits. She sent membership right away and said 'Thanks for asking me.' Makes me feel good. Have gotten several that way recently."

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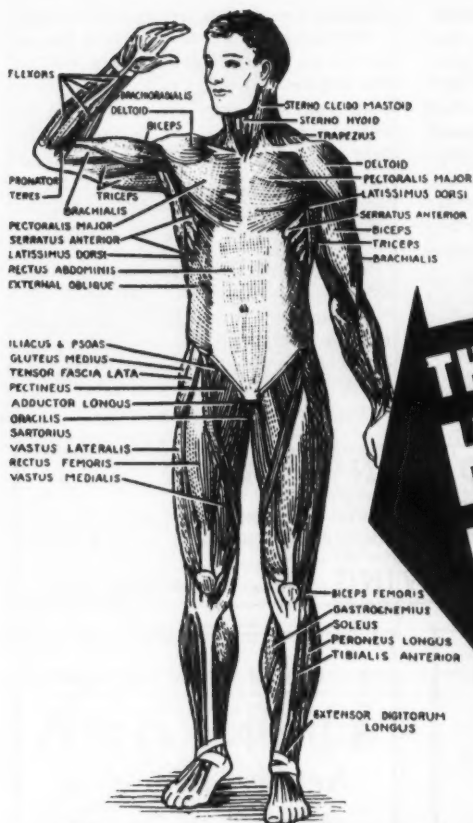
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**Washington**—Miss Mary Frank, Wenatchee High School, Wenatchee.

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## NATIONAL ASSOCIATION OF SCHOOL SECRETARIES

### Application for Membership

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School

Name of School .....

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City .....

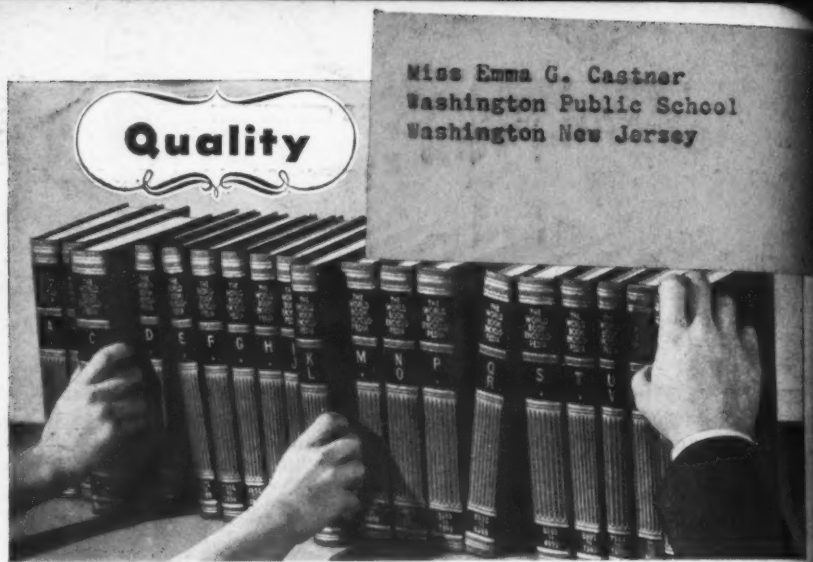
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Miss Emma G. Castner  
Washington Public School  
Washington New Jersey

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